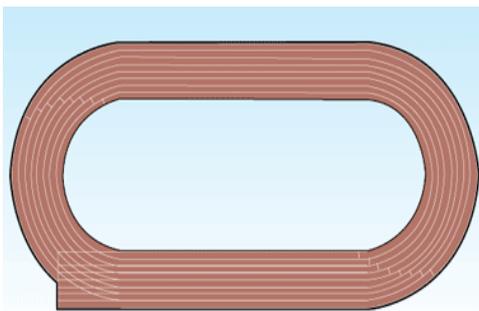


INSIDE



TRACK

January 2022

Welcome to the eleventh edition of **INSIDE TRACK**, the online magazine designed to support the teaching of Pearson GCE PE.

The magazine provides articles written by senior examiners and, on occasions, guest writers, together with contemporary items of news and reviews of resources that may be helpful for teaching or background reading.

All those associated with the publication of Inside Track would like to take this opportunity of wishing all its readers a happy and healthy New Year.

In this edition, principal examiners Ellie Bunston and Colin Maskery offer articles on fitness testing and the Winter Olympics.

Dennis Tattoo offers an insight into the lack of coaching opportunities for women. There is information about preparation for the moderation of the practical component as we all continue to emerge from the impact of the Covid-19 pandemic.

Contents:

- *The Sliding Games. A serious look at the Winter Olympics*
- *Coaching – the next challenge for increasing sporting opportunities for women in sport.*
- *The suitability of different fitness tests*
- *News and Reviews*

Other Pearson resources for GCE PE

A wide range of materials, including previous editions of Inside Track, can be found on the Pearson website.

[Edexcel AS and A level Physical Education \(2016\) | Pearson qualifications](https://www.pearson.com/qualifications/edexcel/physical-education/2016/specification)

Get in touch

If you have particular requests for how the magazine can support you, or you wish to contribute, please contact the editor (Dennis Tattoo) at:

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Preparing for practical moderation



After two years of disruption it is hoped that assessment arrangements will be as close to those in 2019 as possible.

As far as the moderation of the practical work is concerned, it is anticipated that live moderation will be available for UK centres, although, unfortunately, not for our international centres which will need to provide digital evidence.

The range of activities in which candidates can choose to be assessed was extended two years ago, details of which can be found on this link: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Physical%20Education/2016/Specification%20and%20sample%20assessments/A_level_PE_specification.pdf

All centres are strongly encouraged to record as full a range of evidence as possible, even if early thinking is to opt for a live visit, in case circumstances change ahead of the moderation day. Moderators will be making contact with centres in late February and will support centres in the preparation of the moderation arrangements.

'The Sliding Games' – An opportunity for examples to support extended answers

Principal Examiner Colin Maskery provides a detailed description about the forthcoming winter Olympics and how students may wish to learn more about an event that is rarely referred to by candidates in extended answers.

On the 4th of February, Beijing 2022 will become the first city to host both a summer and a winter Olympics. The winter Olympic games will see 2800 athletes competing across 15 disciplines in 109 medals events. The games will be hosted across three main venues; one, in Yanqing district, is named the 'National Sliding Centre'.



Some readers will think of school days and icy cold winters. Break time at school could not come quick enough as the pupils gather for the 'sliding' competitions. This can generate much excitement and loud cheering noises, bruises and the odd cut until duty staff arrive and stop the fun. I use the word fun because essentially, while the hunt for danger promotes participation, sliding is fun and the events of the winter games are all about sliding. The winter games represents an opportunity for candidates to use relevant examples to support extended answers in both exams.

Examiners need to see a range of appropriate examples to support AO2 which requires: 'Application of knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport'

Analysis of the extended exam question responses from the last five years would highlight the fact that there is rarely, if ever, any examples from the winter Olympics. There are number of reasons for this, and a useful classroom warm-up activity would be to debate the reasons why the winter Olympics seem to pass many UK sport lovers by.

The following will prove a useful reference:

There is no legacy in the school's PE curriculum other than the those few who go on the annual school ski trip.

Team GB has only won 32 medals in total at the 23 winter games.

Our climate does not support sliding games and with global warming will be even less so for years to come and the games never come to our shores.

Media coverage of the winter games suffer from the 'Wimbledon' effect – it is only seen for two weeks every four years and tends to be overshadowed by the summer games.

Traditional programmes such as 'Ski Sunday' have long gone from our television screens.

It is can be expensive and therefore seen as rather elitist – it suffers from being seen as a 'middle-class' preserve. It involves many events against the 'clock', which while exciting, lack the 'head-to-head' contests seen in other winter events that appeal to many viewers. Events such as Ice hockey, mass-start speed skating and snowboard-cross tend to be exceptions to this rule.



Ice hockey remains a popular sport at the winter Olympics

Paper 9PE02 requires candidates in two extended questions marked with an *, one each in sections A and B, to: 'Use your knowledge and understanding from across the course of study to answer this question'. Students who only draw their answer from one area of study will not be able to gain marks beyond Level 3.

Why are candidates not fully exploiting this opportunity?

Several reasons exist, not least the pressure of planning and a limited writing time, but also deeper sports knowledge and practice in this requirement with a logical prepared plan. The winter Olympics provides an excellent opportunity to hunt out contemporary examples. Examples from the games can be found in all areas of the specification.

The six sub-component areas:

Applied anatomy and physiology – just look at the body shape of a speed skater and examine the reasons why, especially when compared to, say, a velodrome cyclist.

Exercise physiology - Nordic skiers have some of the highest ever recorded VO2Max measurements – why?

Applied movement analysis (Biomechanics) – seen through body shape, reducing friction, and applying forces.

Skill acquisition – watch a half-pipe performance and compare to the recent Olympic skateboarding – analyse the information processing.

Sports psychology – Ski jumpers and downhill skiers need bags of psychological skills training with strategies to overcome anxiety, and, as for the 4-man bobsleigh - three of them do not even see where they are going but rely on group dynamics!

Sport and society – the USA is planning a diplomatic boycott of the games as human rights issues still figure in the popular press, and Beijing has been labelled the 'Genocide Games' while somewhere WADA will catch an athlete using performance enhancing drugs



One class-based activity could be for a post-Christmas push to compile a list of contemporary examples that can be applied to all the extended questions but in particular those marked with an *.

Examples need to be contemporary rather than historical. Ben Johnson 1988 has a place but there are better and more recent examples - none more so than C.J Ujah; remembering this not only affected his own status but has deprived three other athletes of a medal. Interestingly this example has largely gone unreported.

Russia is still officially banned from the 2022 winter games due to state sponsored use of Performance Enhancing Drugs (PEDs). Skiing has been under suspicion since 2001 with 10,000 blood tests showing up to a third of all medals in competitive events, including 91 gold medal winners, have recorded suspicious test results.

The time is right to encourage candidates to explore the winter Olympics and to build a bank of examples that can then be applied. Let's not forget that the games are full of technological developments, for instance in clothing and equipment, the venues and tracks themselves are ever improving due to technological developments. Technology provides data and can be used to understand four functions:

Descriptive - What has happened?

Diagnostics - Why did it happen?

Predictive – What will happen?

Prescriptive – How do we make it happen?

Focusing on these four functions helps build the requirement of AO3 and a fantastic class-based research activity and practice in analysis and evaluation. The winter games will be full of examples.

Recent relevant knowledge and understanding from across the specification supported by interesting sporting examples '**prove the points**' being made, and arming candidates with a bank of examples will lift responses and demonstrate a wider applied knowledge and understanding thereby accessing higher marks.

Three or four relevant contemporary examples in each of the six component sub-areas will be an invaluable resource not only satisfy the requirements for AO2 but also to fulfil AO3 and provide opportunities for analysis and evaluation.

This might be the time to move away from football which is the most over-used sport for examples. Keep examples relevant, precise, and of course accurate – thus it is time to keep a *keen eye on the winter games* !

Coaching – the next challenge for further increasing opportunities for women in sport.

Chief Examiner Dennis Tattoo outlines some of the issues linked to the ‘improved opportunities for women’ topic (5.1.5) with a particular focus on the lack of coaching opportunities for women.

Senne (2020) argues that a lack of gender equality has always been a global issue and that women have consistently encountered issues of equity in terms of relationships, schooling, careers, and opportunities in sport.

Wesson et al (2005) outlined historical factors that impacted on opportunities for women to participate in sport. These included the fact that many sports were considered too dangerous for women to participate in. Women were not included in the first Olympic Games of the modern era (1896) and running distances of 800 metres, or more, were not included in the games for 40 years after several women collapsed in the 800 metres at the 1928 (Amsterdam) games.

Wesson also states that men have traditionally undertaken leadership roles in sport and that, in turn, they had denied or limited opportunities for women. Other factors cited by Wesson included the stereotypical role of women as a housewife or mother and the nature of the activities seen as acceptable for women to participate in.

Changes in the law, better media coverage (think about Sky TV’s coverage of women’s sport), and the emergence of role models in politics, the arts, music, and sport were some of the reasons that saw increases in participation amongst women in the second half of the twentieth century, notably in the developed world.

In the UK, organisations like The Women’s Sports Foundation and campaigns like This Girl Can have helped the profile of women’s sport but a significant step in improving opportunities for women in sport internationally was The Brighton Declaration on Women and Sport in 1994. This established principles to support the development of a fairer system of sport and physical activity, inclusive of women and girls.

The intention of the declaration was to underpin all sporting, local, national, and international charters, laws, and regulations relating to equity in sport and physical activity, by setting a higher benchmark for the full inclusion of women and girls. The declaration outlined ten principles to enable women and girls to participate in sport and physical activity freely and safely.

The Brighton Declaration was updated in 2014 to become the Brighton plus Helsinki Declaration, to which over 600 global organisations are now committed.

An example of this progress is the 2020 Tokyo Olympic Games which saw 18 mixed-gender events in a variety of sports including archery, athletics, badminton, swimming,

and triathlon and four International Federations moved to gender-balanced events for the first time (canoe, rowing, shooting, and weightlifting).

Five mixed events also featured on a “Super Saturday” (31st of July) when there was a 4x400m mixed relay in athletics, a judo mixed team and a shooting trap mixed team. On the same day there was also a swimming 4x100m mixed medley relay and a triathlon mixed relay.



Five mixed events featured on a “Super Saturday” at the Tokyo 2020 Olympic Games including the 4x400m mixed relay in athletics

Tokyo 2020 was a clear demonstration of the way in which The International Olympic Committee (IOC) was showing its commitment to enhancing sporting opportunities for women and providing the most gender-balanced Olympic Games in history.

Numbers of women in coaching remain low

There is considerable evidence however, to suggest that, despite progress in terms of participation and media coverage for women’s sport, women remain under-represented in coaching positions.

Recent reports (see Haigh, 2018 and Senne, 2020) suggest there are fewer women coaching in elite sport, that women tend to have fewer advanced coaching qualifications and that rates of pay favour men.

A 2019 BBC report suggested 80% of football coaching jobs in the women’s game in Europe are held by men and that there are nearly four times as many men than women in the UK with advanced football coaching qualifications (level three and above).

Figures for the numbers of female coaches in the UK appear more positive. The most recent survey (UK Coaching, 2019) found that of the estimated three million active coaches in the UK 43% were women.

However, although there have been notable successes for female coaches in diving (Jane Figueiredo coaches Tom Daley) and swimming (Mel Marshall coaches Adam Peaty), no woman has yet been appointed to a head coach position in any of the top four divisions in football. Only a third of the 24 teams at the last Women’s World Cup had a female coach, although, encouragingly, this included two of the top teams, Germany, and the USA.

Why is there still a gap in terms of the number of female coaches?

Despite progress in terms of the number of women taking part in sport and greater prominence of female commentators and pundits, Lavoie (2016) argues that because coaching sport is a powerful social institution, often with a high media profile and status, men have sought to retain their traditional dominant coaching roles. Lavoie remains concerned that low numbers of women coaches impacts on women's participation levels in sport.

Opportunities to gain senior coaching qualifications remain difficult, further limiting working at elite levels and reducing the chances for role models in coaching to emerge.



Women remain under-represented in coaching positions.

Improving opportunities for female coaches

Countries around the world continue to respond to the lack of women coaches by improving opportunities for women's coach education and establishing women's academies for raising standards.

Existing academies in Japan and the USA are soon to be joined by an academy in Australia. UK Coaching is promoting opportunities for women to advance their coaching by establishing networks of coaches to enable women to learn from and support each other.

In 2020 UK Sport announced that it was to start working with Performance Directors and coach educators to more than double the number of female coaches at elite levels by Paris 2024.

Women in Coaching is a Coaching in Canada campaign to increase opportunities for women by offering schemes including mentoring, funding and better for courses and grants.



Amelie Mauresmo coached Andy Murray for two years from 2014. Mauresmo became an important role model for women seeking to work at elite levels of sport.

Finally, at a global level, a 2013 report on the status of women and girls' access to sport around the world suggests that most of the research continues to come from western cultures. There remains a real concern that in developing countries women's opportunities for participation, coaching and leadership in sport remains extremely limited.

When preparing for examinations candidates should have knowledge and understanding of the following:

- Historical reasons women have lower levels of participation
- Trends in participation, for example, numbers competing at the Olympic Games
- The role of the Women's Sports Foundation and media campaigns like *This Girl Can*
- The impact and influence of role models and government legislation

References:

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Sport for Development Programmes for Girls and Women: A Global Assessment (2013)

Lavoie N (2016). Women in Sports Coaching (2016), Routledge

https://www.ukcoaching.org/UKCoaching/media/coaching_images/Entity%20base/Guides/Coaching-in-the-UK_Spotlight-on-Women_FINAL.pdf

Senne. J (2020) Examination of Gender Equity and Female Participation in Sport. The Sport Journal June 2020

Wesson et al (2005). Sport and PE, A complete guide to Advanced Level Study

Suitability of Different Fitness Tests

Principal Examiner Ellie Bunston summarises key information about the important topic on fitness testing.

One important area in the 9PE01 unit is the need to have a detailed understanding of the fitness tests, and which ones are suitable for different athletes. Students are expected to know a range of tests and be able to select suitable tests for different athletes. They should be able to describe each test and justify why it may be selected with pros and cons. Each test has advantages and disadvantages that will determine whether it is appropriate or not.

The first area of consideration is understanding the components of fitness for a given sport. Then it is linking the test to the component of fitness used in a given activity. For example, you would not wish to test a sprinter on their submaximal aerobic fitness, and likewise a marathon runner on their sprint speed.

Activities requiring anaerobic capacity would best utilise Wingate, MAOD (see detailed article on this in Inside T edition version 7), RAST, Cunningham/Faulkner whereas those using anaerobic power may link to jump tests, Margaria Kalamian or agility tests.

An activity requiring maximum speed would utilise a sprint test. An activity needing maximal aerobic fitness might use Cooper Run, YoYo test, Gas analysis, MSFT, or step tests whereas those needing submaximal aerobic fitness might use functional thresholds, lactate threshold/anaerobic threshold/maximum steady state which would be more appropriate.

Sports specific tests should be chosen - if they are not relevant to the sport you play the results will not be as helpful.

Tests should be easy to score and administer so that accuracy of results is possible. Consideration may also need to be given to the costs or accessibility – some require a laboratory and expensive equipment, some are suitable for large groups of athletes and some for individuals.

Students should also consider the validity and reliability of the test. Reliability means the results given at different times by different testers should give similar results.



Students should develop a working knowledge about a range of fitness tests and be able to identify appropriate tests for different athletes.

This can be affected by things such as athletes not following test protocols, equipment error or perhaps changes in environmental conditions – doing the test outside or inside or on different surfaces for example. Results should then be compared to norm tables so that athletes understand and can use the results of the data.

Validity is concerned with whether the test actually measures what it sets out to measure.

A good discussion might also be whether the test matches the type of activity e.g. sitting for seated sports, running for running based sports, on a bike for cycling activity and so on. Different versions of different tests are also available and students should be aware of these e.g. There are different versions of the YoYo Test.

Athletes will choose tests that suit their activities, for example, the intermittent recovery in the YoYo test is suitable for games players due to the stop–start nature of the sport.

Swimmers might utilise the Swimming based MSFT which is water based, or the Swimming VO₂ max test designed to be conducted in a pool, or rather than a Cooper run basing it in the pool with a 1km swim would be much more sports specific to the athlete whereas a rower may select to do tests on a rowing machine such as a 2km rowing ergometer test rather than a Cooper run which is land based, whereas a cyclist would elect to conduct a test on the bike – such as a 5km time trial.

There is a huge variety of tests to choose from and students will need to be aware of the considerations coaches and athletes need to make in order to select the most appropriate ones.

News and Reviews

Chief Examiner Dennis Tattoo outlines recent stories in the media which provide contemporary detail teachers and students might find of interest together with what is trending in terms of resources or technology.

Impact of pandemic on exercise habits

In October 2021, The Times covered a story which is relevant to the topic on participation trends in the 21st century (5.7.3), reporting that the latest Sport England survey (Active Lives) revealed that up to a million people have abandoned their usual exercise habits during the pandemic.

The survey suggested that although 60% of the population were active for 150 minutes or more each week, over a quarter of the adult population (27.5%) now led an inactive lifestyle, one which is defined as taking less than 30 minutes of exercise each week.

Walking and cycling numbers had increased in the year ending May 2021, but team sports and swimming were amongst those activities seeing a decline in numbers taking part. Given the restrictions around certain forms of activities, perhaps these figures are not surprising and Sport England plan on focusing their efforts on supporting those communities most affected.

Rio Olympics Chief jailed for bribery

News outlets in November covered the story of Carlos Nuzman (below) being jailed for organising bribes to be paid to a number of International Olympic Committee members to help secure the event for Rio.



Candidates might consider this when reflecting on the ideals and context of the Olympic Games which is studied as part of the Sport and Society topic (5.2.4).

Candidates may be familiar with the events of the bribery scandal which forced the resignation of the leaders of the Salt Lake City bidding team organising the 2002 Winter Olympics. As a result, the IOC imposed stricter guidelines to cities bidding for the games. The news about this most recent scandal provides a more contemporary example of one of the ongoing issues around cities bidding to host major events.



smart socks technology

Wearable technology continues to offer increasingly affordable aids to help athletes of all abilities get a sense of training performances.

One of the more recent options is the Sensoria Smart Socks which feature three sensors stitched into the underside of the sock, one towards the heel and the others on the ball of the foot. Athletes must wear the socks on the correct foot in order to receive accurate data when running. A Bluetooth strap is connected to your smartphone through the Sensoria App which collects data on cadence, speed of running, total steps taken and other helpful information.

Smart Goals technology for Hockey



Smart Goals technology is a recent addition to the resources available to hockey coaches who want to encourage their players to play with their heads up to exploit potential weaknesses in opposition defences as well as to improve core skills such as dribbling and moving at speed under pressure.

Candidates will be aware of the importance of SMART goals when it comes to target setting, but in the world of hockey, Smart Goals are sets of beacons which display random lights indicating the direction a player must take to dribble to or pass through the lit up gates or targets.

Reaction time, speed and agility are tested as players respond to the lights which can be placed at different distances and places around the training area.